

## TEACHING READING COMPREHENSION BY USING HERRINGBONE TECHNIQUE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 11 LUBUKLINGGAU

BY:

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### Abstract

The problem of this research was “Is it significantly effective to teach Reading Comprehension by using herringbone technique to the eighth grade students of SMPN 11 Lubuklinggau”? The objective was to find out whether or not it is effective to improve reading comprehension by using herringbone technique. The research method was pre experimental. The population of this research was 173 eighth grade students. The sample was taken through cluster random sampling. The result was 30 students of VIII.5 class students. The data were analyzed through four techniques: 1) Students’ Individual Score, 2) Minimum Mastery Criteria, 3) Normality and 4) Paired t-test calculation. The result of this study: (1) The mean students’ score in the pre-test was 61.33, (2) The mean score of post-test was 70.33 and (3) the result of paired t-test was 8.18, which was higher than 1.699 value of the  $t_{table}$  of 29 (30-1) with 0.05 significant level for one tailed-test. Based on the result of the paired t-test calculation showed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It was effective to teach reading comprehension by using herringbone technique to the eighth grade students of SMPN 11 Lubuklinggau .

**Keywords:** *teaching, reading, herringbone technique*

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### INTRODUCTION

Reading is a crucial skill for English language learners. According to Holden (2004:18), reading is a course of ability to make sense of written or printed symbols. So, reading is a lifelong skill to be used both at school and throughout life. Reading skill has relationship with other skills. That is why, reading is necessary to be mastered by all English learners. The students who Main problem in teaching and learning process, especially in learning reading comprehension. First, students had lack of vocabularies. If the students did not have enough vocabulary, of course it would be difficult for them to find out the meaning and comprehend of

the text they read. Second, students had difficulty to identify the main idea and they did not know kinds of the text they read. Then, when the teacher asked them about what they had read. They cannot recall the information from the text. They became passive learners and the lack of self confidences during teaching and learning process especially in Learning English.

To solve those problems, the teacher should have accurate plans to get an effective way in learning process. There are some techniques of teaching reading which are interesting and can improve students' reading skills. Thus, teacher has a great responsibility in considering the technique to be applied to improve students' reading comprehension. Related to the description above, the researcher conducted a research entitled "Teaching Reading Comprehension by using herringbone technique to the eighth grade students of SMPN 11 Lubuklinggau".

## **LITERATURE REVIEW**

Rahmadhani and Harputra (2016:1) state that teaching is a profession which is conducted bu using combination of art, science and skill. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It meant that the teacher determiners as a facilitator, guide, motivator and manager. As a facilitator, a teacher provided facilities such as circumstances, equipment, aids etc. that made learners possible or easier to learn. As a guide, a teacher shows or helped learners to learn how to do something and understood knowledge. As it is stated by Wilson and Peterson (2006:11), teaching is not explain everything but give students oppurtunity to think and respond the classroom interaction which become enlightening for all concerned.

Based on the explanation above, it could be concluded that teaching in classroom was the process where the teacher assisted the students to get knowledge cognitively, changed the poor attitude into good attitude and made the students more skillful.

In learning English, there were four skills that may be achieved by students. One of them, Reading. Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Before reading a text, readers have prior knowledge, it will help them understand the meaning of the text easily.

In teaching reading comprehension, especially for junior high school, there many kinds of text that had to comprehended. One of them is descriptive text. Sudarso (2010:39) states that descriptive text is a kind of text with a purpose to give information and describe thing, place or people. The context of this text is the description of particular thing, animal, person or others. Descriptive text is a text which lists the characteristic of thing, person and animal. The purpose of descriptive text is to describe and reveal them.

The generic structure of descriptive text is: (1) Identification; identifying the phenomenon. (2) Description; describing the phenomenon in parts, qualities and characteristics. Language features of descriptive text is simple present tense and adjective.

In this research, the researcher used quantitative research. The researcher used a pre-experimental design with one group pre-test and post-test design. According to Latief (2012:96), pre-experimental design is conducted without a control group. The group was given a pre-test before treatment. Then the post-test was administrated to see the achievement.

#### **One Group Pretest – Posttest Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experiment	$T_1$	X	$T_2$

*(Fraenkel and Wallen (2009:265)*

Where:

$T_1$  : Pre-test

X : Treatment

$T_2$  : Post-test

Therefore, The population in this research focused on the eighth grade students of SMP Negeri 11 Lubuklinggau. There were 173 students as the population of this research and took one class as the sample of the research. The piece which was out was VIII.5 class as sample group with the total number of 30 students by using cluster random sampling as the methods to get representative sample.

In analyzing the data obtained from the test, the researcher applied three techniques. They were (1) individual Score, (2) Minimum Mastery Criteria, (3) Normality Test and (4) Paired t-test. Before administering the test of the sample, the researcher tried out the instrument to the students to find out reliability and variability. Making the test materials had high degree of content validity. The researcher checked the relevancy between the test item and the curriculum or syllabus that taught by their teachers. In doing this research, content validity used to make good valid instrument. In addition, the researcher used Product Moment Correlation to know the empirical validity such as statistical (Suherman and Sukjaya, 1990:154). To know the result of empirical validity, the researcher used the criterion was shown below:

**Table 3.5**  
**The Criterion of Validity**

No	Score Range	Criterion
1	$r_{xy} \leq 0.00$	Invalid
2	$0.20 < r_{xy} \leq 0.40$	Low validity
3	$0.40 < r_{xy} \leq 0.60$	Medium validity
4	$0.60 < r_{xy} \leq 0.80$	Good validity
5	$0.80 < r_{xy} \leq 1.00$	High validity

*(Suherman and Sukjaya, 1990:147)*

In statistical formula used as one estimated of the reliability of a test, Reliability meant the stability of the test score. In this research, the researcher was calculated the reliability through Kuder-Richardson 21 (KR-21) formula (Fraenkel and Wallen, 2009:156). If the result of calculation was higher than 0.70, the test was reliable and could be used as the instrument test. Meanwhile, if the result of calculation was lower than 0.70, the test was not reliable and cannot be used as the test of instruments. So, if the result of reliability coefficient was higher than 0.70. It means that the instrument could be considered as “**reliable**” (Fraenkel and Wallen, 2009:157),

## FINDINGS

In this research, the researcher took the research on April until May 2019. Based on the data analysis, the result in the pre-test showed that the mean score in the pre-test was 61.33 and the mean score in the post-test was 70.33. The progress of the students' achievement on reading comprehension could be shown by comparing the students' score in pre-test and post-test. Moreover, it can be used to interpret whether or not the treatment was significantly effective to help the students improve their reading achievement.

Refer to the comparison of the students' score in the pre-test and in the post-test above, showed that the student's score in pre-test and post-test was increased. In addition, based on the data of the table in the list frequency of observation and expectation of the students' scores in the pre-test and post-test, the researcher found out that  $\chi^2_{\text{obtained}}$  was 7.555 and the  $\chi^2_{\text{table}}$  was 11.070. The data was normal because  $\chi^2_{\text{obtained}} < \chi^2_{\text{table}}$ .

After the researcher found out the students' score in the pre-test and those in the post-test, the researcher calculated the paired t-test. The result of paired t-test calculation was 8.18,

meanwhile the  $t$ -critical value of 5% significance level was 1.699 where  $t_{\text{obtained}}$  was higher than  $t_{\text{table}}$ . When  $t_{\text{obtained}}$  was higher than  $t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. The other statement, the researcher stated that improving in teaching reading comprehension by using herringbone technique to the eighth grade students at SMPN 11 Lubuklinggau was significantly effective.

## CONCLUSION

It was effective to teach reading comprehension by using herringbone technique to the eighth grade students at SMPN 11 Lubuklinggau. It was proved by the differences between the two means scores in pre-test and post-test. There was improvement of the average scores from the pre-test (61.33) to the post-test (70.33).

The progress could also be known based on the paired  $t$ -test analysis. The researcher found that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected ( $H_o$ ). The result of the paired  $t$ -test calculation was higher than  $t$ -critical value. The  $t_{\text{obtained}}$  was higher than  $t_{\text{table}}$  as the critical value. It meant that the alternative ( $H_a$ ) was accepted and the Null Hypothesis ( $H_o$ ) was rejected.

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